

Safe and Sound at Winton

Inspection report for early years provision

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Inspector Gail Robertson

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Safe and Sound at Winton registered in 2008 under new ownership. It is a privately owned group which operates from areas within Winton Primary School in Bournemouth. The group offers a breakfast club from 08.00 until 08.45 and after school care from 15.15 to 18.00. Safe and Sound also operates a holiday club which is open from 08.00 until 18.00.

Children have access to the main hall, music room, drama room and auditorium within the school building and the grounds. There is an enclosed playground and field area for outdoor play. There is easy access to the building for the disabled and facilities inside.

Children attend from Winton School and other schools in the local area. At the time of the inspection there were only children from Winton School on the register. The club caters for children with learning difficulties and disabilities and those who speak English as an additional language.

The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for up to 24 children from the age of four to eight years. Currently there are 104 primary children on roll, of whom 31 are Early Years Foundation Stage children.

There are three staff members who are employed to work directly with the children, all are qualified in childcare and the owner has just completed her Early Years Professional Status. The setting receives support and advice from the local authority. The club has close links with the school and other providers and clubs in the area.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. It is happy, inclusive, well-organised and fun for children in the early years age group to attend. The planned programme is full of variety and enjoyable activities to suit the needs, interests and ages of all those that attend. The owner leads a team of enthusiastic and dedicated caring staff. The club manager is well respected and liked by the children, staff and parents. The club strives to make itself better through constantly looking at ways to improve by evaluating itself and asking the stakeholders for their opinions. It has good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that there is a comfortable area for the children to retire to, if they are tired or wish to be somewhere quiet and away from all the club activity
- involve the parents in the key worker 'workbooks' to ensure there is a complete picture of what the children can do so that future planning is

matched to their needs

The leadership and management of the early years provision

There are effective safeguarding policies that ensure the children are well protected. These are robust and readily available for parents and visitors. A book for parental comments contains many complimentary remarks about how well the staff look after their children. The manager and her staff have a clear understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves.

The provider has improved the setting's documentation and all the recommendations made at the last inspection have been effectively dealt with and are now everyday practice. The manager and staff have regular meetings to evaluate what they provide for the children and discuss improvements to be made. The owner is committed to improving her own knowledge and that of the staff. Training is carefully planned to ensure children's needs are met and staff are helped to improve their own practice. The staff appreciate the way in which they are fully involved and they respond by working as an effective team to help children have a full, interesting enjoyable time.

Planning of the daily and holiday programme is carefully worked out by the manager and her team. This takes into account the children's own opinions, the observations that staff make on the children, the comments of the school and those of the parents. Staff are clear about their areas of responsibility and the importance of observations on what children are doing and how they give a good picture of the child. The key worker system is fully in place but as yet parents do not contribute to the 'key worker books' about the children. The staff are however keen to get the school's view of the child. There is a very sensitive hand over of the children from the school to the club at the end of each school day.

Everyone works well together. Relationships with parents are outstanding. Parents report what great pleasure their children have here, how much they do and learn in this relaxed, happy place with all the welcoming staff. They mention how efficient the manager is and how approachable she makes herself. As one wrote in the parents' comment book 'My son absolutely loves after school club. The ladies are so kind and are such fun. The team do a great job of looking after my child'.

The quality and standards of the early years provision

Children are provided with interesting and enjoyable opportunities. One child said 'I like coming here, I have fun and friends to play with,' and they do. They learn that their voice is important when they have the children's meeting. This is a regular time and part of the club's routine, when they can freely voice their own opinion and listen to each others' view point. Staff take note of what is said and act upon it. There is great respect for children's points of view.

Children can make choices of what to do, who to play with and when. They are

supported by the staff members who facilitate children's play and extend their exploration. The theme during the inspection was musical instruments. What enjoyment the club members had playing various instruments such as the digital drums, the bugle and the harmonica. Staff set up a craft table for making instruments and some very interesting creations were made. Children grew in confidence and self-esteem when they experienced the feeling of success as they joined in the music making with their own instruments.

Children learn about healthy eating through the well planned teatime. All club members looked forward to this time, as one boy let it be known 'I am so hungry I can eat it all'. Before sitting down to eat, children know that they must wash their hands thoroughly. They had been shown how to do so by a nurse who came and talked to them about keeping healthy and staying safe from germs.

All children are happy, play well together and behave in a mature and responsible manner. No misbehaviour was observed. Children share, care for and respect each other. This is because they know what the staff expect. Children learn to be independent and make choices. Children and staff drawn up rules for the club, these are displayed at children's height and act as prompts if necessary. During free time most of the early years children like to play games or to dress up. There is, however, no place for these children to go to when they need a rest or to enjoy quiet and tranquillity.

Children's welfare is well assured. They develop a good sense of how to be safe and to take care of themselves. They are very clear about how to use outdoor equipment, play safely and listen attentively to adults when outside. Children help out learning to care for their own safety and of others when they are the safety monitor and help staff to undertake risk assessments.

The club has organised many visitors to join them such as the fire brigade, the police and parents who have jobs in the local community. The children learn from visitors that they are part of a community to which they have a responsibility to contribute sensibly.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met